DOCUMENT RESUME

ED 242 399 PS 014 097

AUTHOR Kean, Thomas H.
TITLE Remarks of Governor Thomas H. Kean (National Forum on Education, Indianapolis, IN, December 7, 1983).
PUB DATE 7 Dec 83
NOTE 6p.
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Improvement; Elementary Secondary Education; Teacher Certification; *Teacher Effectiveness; Teacher Morale; *Teacher Qualifications; Teacher Salaries

ABSTRACT

The governor of Indiana points out that national reports have stressed the importance of the teacher's role in education. Capable teachers are needed, or education simply will not take place. Three critical areas must be addressed in order to bring talented people to the schools and keep them there: salaries; professional licensing or certification; and maintenance of professional morale and development. The year 1984 must be a year of action. We must dispel myths and outline steps to improve the quality of our future teachers. (BJD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED242399

PS 014097

REMARKS OF GOVERNOR THOMAS H. KEAN

NATIONAL FORUM ON EDUCATION

INDIANAPOLIS, INDIANA

DECEMBER 7, 1983

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Christopher Daggett
Office of the Governor
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE NATIONAL REPORTS IDENTIFIED THE MANY PROBLEMS PLAGUING PUBLIC EDUCATION AND THE TEACHING PROFESSION. NOW IT IS TIME TO IDENTIFY THE SOLUTIONS AND TO ACT ON THEM. THE REPORTS ALERTED THE PUBLIC THAT A PROBLEM EXISTS. THE NATION NOW ACKNOWLEDGES THAT TODAY'S EDUCATIONALLY DEPRIVED WILL BECOME TOMORROW'S ECONOMICALLY DISADVANTAGED. THERE IS NO EXCUSE FOR INACTION.

THIS OPENING SESSION IS MEANT TO SET THE TONE AND CONTEXT FOR THE WHOLE CONFERENCE, AND EVEN THOUGH WE WILL SOON DIVIDE UP AND TURN TO MORE SPECIFIC QUESTIONS, WE MUST KEEP IN MIND OUR COMMON BEGINNING. IT IS NO ACCIDENT THAT THIS FORUM'S GENERAL STARTING POINT IS DEDICATED TO THE TEACHER.

ALL OF THE NATIONAL REPORTS ON EDUCATION WHICH HAVE BEEN ISSUED THIS YEAR HAVE STRESSED THE OVERRIDING IMPORTANCE OF THE TEACHER'S ROLE IN SCHOOLING. HISTORICALLY, THE TEACHERS WERE OFTEN THE MOST RECOGNIZED, ADMIRED AND LOVED MEMBERS OF AMERICAN COMMUNITIES. UNFORTUNATELY, OUR NATION NO LONGER SEEMS TO RECOGNIZE THAT THE TEACHER'S EFFECT, MAGNIFIED MANY TIMES OVER IN THE PERSONS OF HIS OR HER STUDENTS, EXTENDS FAR BEYOND THE WALLS OF THE SCHOOL. WE NO LONGER ACKNOWLEDGE HOW GREATLY THE TEACHER ACTIVELY INFLUENCES OUR SOCIETY. AND WE NO LONGER GRANT TO TEACHERS THE SAME RECOGNITION OR STANDARDS BY WHICH WE MEASURE EVERY OTHER IMPORTANT PROFESSION IN OUR SOCIETY. THIS NEGLECT HAS BECOME ONE OF THE MOST IMPORTANT FACTORS IN THE DECLINE OF AMERICAN EDUCATION.

I BELIEVE THAT WE MUST ANALYZE AND KEEP THE BEST FEATURES OF AMERICAN EDUCATION IN THE PAST, WHILE WE ADAPT THEM TO MEET THE UNPRECEDENTED NEEDS OF THE FUTURE. EDUCATIONAL PHILOSOPHER ALFRED NORTH WHITEHEAD ONCE WROTE THAT "THE ART OF PROGRESS IS TO PRESERVE ORDER AMID CHANGE AND TO PRESERVE CHANGE AMID ORDER."

IF WE ARE TO RENEW THE TEACHER'S RIGHTFUL POSITION IN OUR SOCIETY, WE WILL HAVE TO ASK OURSELVES SOME TOUGH QUESTIONS. DO WE HAVE THE COURAGE TO MAKE THE NECESSARY CHOICES? DO WE HAVE THE WILL TO OVERCOME ENTRENCHED, VESTED SPECIAL INTERESTS? ARE WE WILLING TO DO WHAT WE ASK STUDENTS TO DO --- TO CHALLENGE ASSUMPTIONS, TO LOOK BEYOND THE PRESENT TO THE POSSIBLE? IN A RAPIDLY CHANGING WORLD, OUR GREATEST ENEMY IS THE STATUS QUO WHICH CHAINS US TO OUTMODED PRACTICES. WE ARE THE LEADERS AND WE MUST LEAD IN THE PROGRESS OF EDUCATION. OUR DISAGREEMENTS MUST NOT LEAD TO INACTION. THE PROBLEMS HAVE BEEN WELL IDENTIFIED AND THE PUBLIC AWAITS OUR SOLUTIONS.

WITHOUT ABLE TEACHERS, ALL ELSE MUST FAIL. EDUCATION SIMPLY WILL NOT TAKE PLACE. BUT WE MUST BE VERY CAREFUL NOT TO ISOLATE THE TEACHING PROFESSION OR TO BURDEN IT ALONE WITH OUR COMMON RESPONSIBILITIES. THAT IS HOW MANY OF THE CURRENT TROUBLES OF AMERICAN EDUCATION WERE BORN. OUR RESPONSIBILITY IS TO DEFINE THE STANDARDS WHICH WE EXPECT IN THE PUBLIC SCHOOLS AND THEN TO UNITE BEHIND THE PEOPLE WHOM WE CHOOSE TO IMPLEMENT THOSE STANDARDS --- TO HELP THEM ACHIEVE OUR STATED GOALS.

FOR MANY REASONS WHICH WE HAVE IDENTIFIED, MOST TALENTED PEOPLE NOW DECIDING ON CAREERS ARE CHOOSING NOT TO ENTER TEACHING AND MANY TALENTED TEACHERS HAVE CHOSEN TO LEAVE THE PROFESSION. IN NEW JERSEY, AS IN MANY OTHER STATES, WE ARE FACING AN ACUTE SHORTAGE OF QUALIFIED MATH AND SCIENCE TEACHERS. THE SAME INDUSTRIAL CHANGES WHICH MANDATE THAT WE MUST UPGRADE MATH AND SCIENCE EDUCATION ARE DRAINING GIFTED PEOPLE AWAY FROM THE SCHOOLS. THE RESULT IS THAT WE HAVE MANY MATH AND SCIENCE TEACHERS IN OUR CLASSROOMS WHO SIMPLY ARE NOT QUALIFIED TO TEACH THEIR SUBJECTS.

IN THE DECADE AHEAD, WE ESTIMATE THAT FULLY HALF OF ALL NEW JERSEY'S CURRENT TEACHERS WILL RETIRE OR SEEK OTHER EMPLOYMENT. UNLESS WE ACT NOW TO STEM THE FLOW, WE SIMPLY WON'T HAVE QUALIFIED PEOPLE AVAILABLE TO REPLACE THOSE WHO RETIRE OR QUIT. HIGH STANDARDS BECOME MEANINGLESS WITHOUT ABLE TEACHERS TO UPHOLD THEM.

WE HAVE MEASURED THOSE WHO ARE NOW PREPARING TO ENTER THE PROFESSION AND HAVE FOUND THEM WANTING. AS A GROUP, THEY SCORE AMONG THE LOWEST OF THEIR PEERS ON ALMOST EVERY MEASURE OF ACADEMIC ABILITY.

IN NEW JERSEY, 57 PERCENT OF THE NEW STUDENTS IN OUR PUBLIC COLLEGES' EDUCATION PROGRAMS SCORED LESS THAN 400 ON THE VERBAL S.A.T. 47 PERCENT OF THEM SCORED LESS THAN 400 ON THE MATH SECTION. THESE ARE FAR BELOW THE AVERAGES OF ALL NEW JERSEY COLLEGE-BOUND STUDENTS. WE CANNOT ALLOW THE ACADEMICALLY DEFICIENT TO TEACH OUR CHILDREN.

THERE ARE THREE CRITICAL AREAS WE MUST ADDRESS IN ORDER TO BRING TALENTED PEOPLE TO OUR SCHOOLS AND KEEP MANY OF THEM THERE. THESE ARE SALARIES, PROFESSIONAL LICENSING OR CERTIFICATION, AND THE MAINTAINING OF PROFESSIONAL MORALE AND DEVELOPMENT.

STATE GOVERNMENTS ARE PARTICULARLY WELL-SUITED TO WORK IN THESE AREAS --- AND IT IS THEIR CONSTITUTIONAL RESPONSIBILITY TO DO SO. STATES AND THEIR GOVERNORS MUST SET THE DIRECTION FOR OUR SCHOOLS.

IN DOING THIS, THERE ARE THREE MYTHS WHICH YOU AND I MUST COMBAT.

ONE: THAT NO PROBLEM EXISTS. THAT MYTH IS BEING EFFECTIVELY DISPELLED BY THE MANY REPORTS, BUT WE ARE IN DANGER OF SO SATURATING THE PUBLIC WITH STATISTICS THAT WE BLUNT THEIR SENSE OF URGENCY. WE HAVE TO KEEP UP THE MOMENTUM, OR WE MAY LOSE THIS CHANCE FOR REFORM.

TWO: THAT THE PROBLEM CAN BE SOLVED WITH MONEY ALONE. THOSE WHO CLAIM THAT ALL OUR PROBLEMS CAN BE SOLVED SIMPLY BY INCREASING LEVELS OF FUNDING HAVE NOT READ THE REPORTS. THEY ARE UNWILLING OR UNABLE TO UNDERSTAND THE DIMENSIONS OF OUR PROBLEM.

THREE: THAT THE PROBLEM CAN BE SOLVED WITHOUT MONEY. ALTHOUGH EDUCATION AND KNOWLEDGE ARE NOT TANGIBLE, SCHOOLS AND TEACHERS ARE. THE PERSONNEL, EQUIPMENT, FACILITIES AND BUILDINGS NECESSARY FOR MODERN EDUCATION ARE UNDENIABLY PART OF THE MATERIAL WORLD, AND MONEY WILL HAVE TO BE PART OF ANY SOLUTION OF THE SCHOOLS' PROBLEMS. AS ONE TEACHERS' UNION LEADER SAID RECENTLY, WE CAN'T "RUN THE SCHOOLS WITH DEDICATED MISSIONARIES ANY LONGER." IT IS ABSURD FOR US TO TRY TO RUN OUR SCHOOLS WITHOUT GIVING THEM MATERIAL SUPPORT, AND OUR SOCIETY HAS NO RIGHT TO DEMAND FROM ONE SEGMENT THE KIND OF SACRIFICES WHICH THE REST OF US ARE NOT WILLING TO MAKE. AND IF WE CONTINUE TO NEGLECT THE SCHOOLS AND THE TEACHING PROFESSION, WE WILL END UP PAYING A MUCH HIGHER PRICE IN THE END.

IN EARLY SEPTEMBER I SPOKE BEFORE A JOINT SESSION OF THE LEGISLATURE. IT WAS THE FIRST SUCH SPEECH ON EDUCATION IN THE HISTORY OF THE STATE. LABELLING IT "A BLUEPRINT FOR REFORM," I OUTLINED A NUMBER OF STEPS TO IMPROVE THE QUALITY OF OUR FUTURE TEACHERS.

FIRST, I PROPOSED AN ALTERNATIVE ROUTE TO OUR CURRENT TEACHER CERTIFICATION PROCESS AS A WAY THAT THE MOST ABLE IN OUR SOCIETY CAN BYPASS TRADITIONAL TEACHER TRAINING COURSES AND ENTER THE CLASSROOM BY MEANS OF AN INTENSIVE INTERNSHIP.

SECOND, ALL NEW TEACHERS WHO MEET THE NEW CERTIFICATION REQUIREMENTS, INCLUDING A TEST IN THEIR SUBJECT MATTER, WILL RECEIVE A MINIMUM STARTING SALARY OF $18,500.

NEW JERSEY TAXPAYERS ALREADY SPEND THE THIRD HIGHEST AMOUNT FOR EDUCATION IN THE COUNTRY. WE ARE PLANNING TO FUND THIS NEW SALARY LEVEL FROM OUR STATE BUDGET.

THIRD, WE ARE PLANNING TO ESTABLISH AN EXPERIMENTAL MASTER TEACHER PROGRAM IN SELECTED SCHOOL DISTRICTS. THE CRITERIA FOR SELECTION WILL BE DETERMINED BY A COMMITTEE WHICH WILL INCLUDE A NUMBER OF TEACHER REPRESENTATIVES.

STARTING IN SEPTEMBER 1984, UP TO FIVE SCHOOL DISTRICTS WILL BE ALLOWED TO NOMINATE 5 PERCENT OF THEIR TEACHERS FOR A SALARY INCREASE OF $5,000.

FOURTH, WE ARE PROPOSING THE ESTABLISHMENT OF AN ACADEMY FOR THE ADVANCEMENT OF TEACHING AND MANAGEMENT TO BRING NEW AND PROVEN IDEAS TO OUR SCHOOLS.

WHAT THE PUBLIC MUST REALIZE IS THAT ONCE WE MAKE THE FINANCIAL COMMITMENT TO EDUCATION, WE MUST ALSO DECIDE WHERE AND HOW TO COLLECT THE MONEY FOR IT, AND THEN WHERE AND HOW TO SPEND IT. AND WHAT EDUCATORS MUST REALIZE IS THAT THE PUBLIC IS UNWILLING TO SUPPORT HIGHER LEVELS OF FUNDING WITHOUT MEANINGFUL REFORM AND MEASUREABLE RESULTS. IN OUR DEMOCRACY, EDUCATION'S FUTURE DEPENDS TOTALLY ON PUBLIC SUPPORT. BENJAMIN DISRAELI ONCE PUT IT THUS TO THE ENGLISH, "UPON THE EDUCATION OF THE PEOPLE OF THIS COUNTRY THE FATE OF THIS COUNTRY DEPENDS."

AMERICAN PUBLIC EDUCATION MUST PROVIDE ALL OUR PEOPLE, OUR FUTURE CITIZENS, THE OPPORTUNITY TO EARN A DECENT LIVING AND AN UNDERSTANDING OF OUR DEMOCRACY. THESE ARE THE ENDS OF EDUCATION; NOT ONLY THE ACQUISITION OF KNOWLEDGE, BUT ALSO THE USE OF THAT KNOWLEDGE. WE DO NOT WANT OUR SCHOOLS TO PRODUCE, AS THE HISTORIAN G. M. TREVELYAN WARNED, "A VAST POPULATION ABLE TO READ BUT UNABLE TO DISTINGUISH WHAT IS WORTH RE DING." WE DON'T WANT TO TURN OUT CITIZENS OF A DEMOCRACY WHO DON'T UNDERSTAND WHAT A DEMOCRACY IS OR HOW TO TAKE PART IN ITS PROCESS.

AS WE HAVE SEEN IN OUR OWN LIFETIMES, IN THE AMAZINGLY RAPID CHANGES IN TECHNOLOGY AND INDUSTRY, THE FACTS OF YESTERDAY MAY BE THE MYTHS OF TOMORROW. OUR GENERATION'S KNOWLEDGE MAY BECOME OBSOLETE, SO THE PROCESS OF EDUCATION MUST BE FLEXIBLE BECAUSE IT LAYS THE FOUNDATION FOR THE FUTURE. THE PUBLIC SCHOOLS ARE MICROCOSMS OF OUR SOCIETY, BRINGING TOGETHER CHILDREN OF ALL SECTORS AND REFLECTING THE PROBLEMS OF ADULT SOCIETY. JUST AS NO MAN IS AN ISLAND, NO GENERATION STANDS ALONE, AND I HAVE FAITH THAT WE CAN AND WILL WORK TOGETHER TO HELP THE SCHOOLS DO THIS JOB.

1983 HAS BEEN THE YEAR OF THE REPORT ON AMERICAN EDUCATION. 1984 IS ALMOST UPON US: TWENTY YEARS AGO, THE BEHAVIORIST B. F. SKINNER WROTE, IN AN ARTICLE TITLED, "EDUCATION IN 1984," THAT "EDUCATION IS WHAT SURVIVES WHEN WHAT HAS BEEN LEARNT HAS BEEN FORGOTTEN." THE TECHNICAL FACTS WHICH WE TEACH IN OUR SCHOOLS WILL CERTAINLY CHANGE OVER THE NEXT FEW DECADES, BUT THE SKILLS OF ANALYSIS, OF ASKING HARD QUESTIONS AND LOOKING FOR THEIR ANSWERS, OF CREATING FLEXIBLE SOLUTIONS TO CONTEMPORARY PROBLEMS, OF REACHING SENSIBLE DECISIONS, WILL ALWAYS BE NEEDED. THESE ARE THE SKILLS WHICH WE MUST IMPART TO OUR CHILDREN.

I LOOK FORWARD TO 1984 NOT AS THE YEAR OF "BIG BROTHER," NEITHER DO I LOOK FOR MORE REPORTS OR ADDITIONAL PROBLEMS. 1984 MUST BE THE YEAR OF ACTION --- ACTION TO INSTILL A PROCESS WHEREBY WE CAN FORESEE AND FORESTALL MOST PROBLEMS IN OUR EDUCATIONAL SYSTEM BEFORE THEY BECOME CRISES.

I HAVE BEEN ASKED WHEN I THINK THE EDUCATIONAL CRISIS WILL BE OVER. IT WILL NEVER BE OVER, BECAUSE WE MUST CONTINUALLY IMPROVE TO KEEP PACE WITH OUR INCREASING COMPETITION. BUT IT DOES NOT ALWAYS HAVE TO BE AN EMERGENCY. AS WE HAVE DONE IN THE PAST, AMERICA CAN PROSPER BY HER ABILITY TO CONFRONT CRISIS AND TO TRIUMPH OVER IT. THIS IS OUR GREAT STRENGTH AS A PEOPLE, AND IT WILL SUSTAIN US AS LONG AS WE NOURISH THAT ABILITY.

THANK YOU.